



OZFORD

OZFORD COLLEGE

Registered School Number: 2016

Oxford College Pty. Ltd is trading as Oxford College

(CRICOS No. 02427A, ABN 41 102 265 225)

2018 Annual Report To The School Community





OZFORD

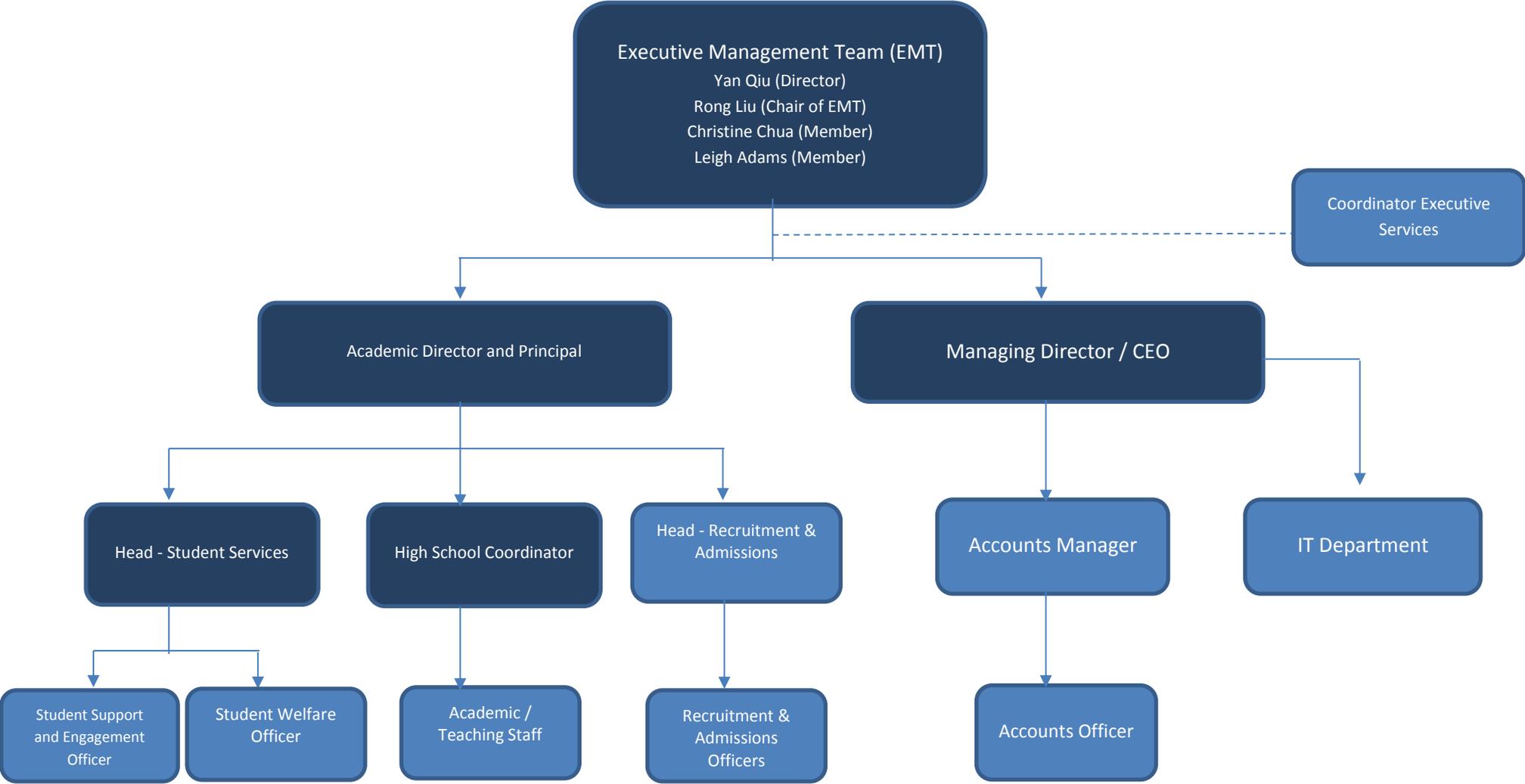
2018 ANNUAL REPORT TO THE SCHOOL COMMUNITY

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Oxford College (High School) Organisation Chart



Message from the Principal and Academic Director



I am pleased to present to you the Ozford College Annual Report 2018. This report outlines for parents, care-givers, the wider school community and other stakeholders Ozford's successes, activities and achievements in the 2018 year. It provides a detailed account of the progress made and the educational opportunities that reflect our key educational philosophy and strategies to benefit the students. We would be very pleased to send you a copy if you wish to receive one in the mail, otherwise the Annual Report can be found on the Ozford College website.

Ozford College is a senior secondary college in Melbourne's CBD that caters for Year 10 to 12 international and Australian students undertaking the VCE (Victorian Certificate of Education) and VCAL (Victorian Certificate of Applied Learning). The College has a belief that it can support all students to achieve their preferred educational goal. Over the 2018 year we experienced a pleasing growth in student numbers and seen student accomplishments in all year levels and in all aspects of school life. We have achieved this by focussing on helping our students build the skills they will need for the future: problem-solving, working in teams, communicating, innovating and attempting new challenges.

At Ozford, we have students from diverse backgrounds and we cater for students that are better suited to a smaller school environment. Ozford provides a safe and positive learning environment where students are supported in a way that enables them to take responsibility for their own learning and behaviour.

Our teachers and support services provide a student-focused approach to encourage an individualised and innovative learning experience. In addition, our teachers and student services and welfare officers collaborate to ensure a holistic approach to supporting students to succeed. Students learn at their own pace through enquiry, discovery and creativity. They are also encouraged to assess and evaluate their learning. Teachers act as a learning resource in a consultative role, encouraging students to discover their own learning styles. Our special mentoring sessions provide students with the resources to establish and follow their desired education pathway. Students can pursue a range of education pathways including the Ozford Business College or the Ozford degree programs through Ozford Institute of Higher Education as well as take advantage of articulation arrangements with a number of prestigious Australian universities.

We are pleased that the 2018 Annual Report confirms that Ozford continues to be an innovative educational institution providing an environment and opportunity for students to excel and realise their academic and personal goals.

A handwritten signature in black ink, appearing to read 'Rong Liu'.

Rong Liu
Principal and Academic Director

College Information

Address: Level 7, 310 King Melbourne, Victoria, 3000
Phone: +61 3 8663 7188
Website: www.ozford.edu.au
Email: info@ozford.edu.au

STAFF AND SUPPORT OFFICERS

Principal

Rong Liu
B.Ed., P Grad Ed Studies (TESOL)

High School Coordinator

Leigh Adams
Bachelor Applied Science (Maths, Physics, Chemistry, Computing/Electronics); Diploma of Education (Secondary)

Teaching Staff

Leigh Adams – Computing, Maths, Physics, Chemistry
John Calsimsek – Business Management, VCAL PDS & WRS
Keith Morgan – Maths & Science
Annie Li – VCE Maths
Pauline Hao–Chinese First Language
Susan Isakhan–English as Additional Language
Truc Ho– Accounting and PE
Laura Osztreicher – English, EAL & Literacy
Anh Le – Vietnamese

Support Staff

Christine Chua - Head of Student Services
Lillian Zhou - Student Services and Administration Coordinator
Minh Tran Ho - Accounts Manager
Serena LV - Student Liaison and Welfare Officers
Sarah Hesketh – High School Administrator
Kerry Sullivan – Librarian
Paul Leong – IT Support

School Philosophy

Ozford is proud of the education that we deliver in Years 10, 11 and 12 (VCE – Victorian Certificate of Education and VCAL – Victorian Certificate of Applied Learning).

Ozford is committed to providing quality educational programs for students to achieve their educational and personal goals and embrace lifelong learning.

Ozford fosters a personalised and safe environment where students can develop skills and values to enable them to participate effectively in their chosen career field and the wider community.

The governance body for Ozford College is the Executive Team which has the overall responsibility to ensure that Ozford Teaching Programs support and promote the Principles and Practice of Australian Democracy.

The College Principal, the Head of Education Programs and the High School Coordinator are responsible in ensuring the implementation of these Principles and the communication of these to its stakeholders (staff, students, parents and its community), to ensure that the teaching programs include: an understanding of the meaning of Elected Government; Rule of Law; Equal rights for all before the Law; Freedom of Religion; Freedom of Speech and Association; Values of Openness and Tolerance.

These concepts underpin the design of our Curriculum and our college policies.

Our Strategic Objectives

Learning and Teaching: To deliver excellence in learning and teaching, and practical educational outcomes.

Student Experience: To be recognised as a quality provider that nurtures students through their learning journey.

Engagement: To establish, cultivate and advance relationships with industry, professional bodies, government, and universities.

Reputation: To be recognised as a reputable private education provider.

Sustainable Future: To pursue a future that delivers economic, cultural, and environmental sustainability.

The school philosophy is reviewed in consultation with its stakeholders annually, including brainstorming at staff professional development sessions, Management and Executive Team meetings.

Our Purpose

Our purpose is to create an innovative educational institution in the heart of Melbourne with the best possible opportunities offered to students to excel academically and maximise their potential.

Our Vision

Our vision is to provide every student with the opportunity to practise skills attained by undertaking real life learning based on global needs and values. Our dedicated staff provide a student-focused approach to ensure a supportive, safe, individualised and innovative learning experience.

Ozford is committed to the achievement of excellence in education. A student's success is Ozford's success.

Our Values

Unity

We work together to achieve our vision, mission and objectives.

Passion

We are passionately committed to delivering quality educational experiences and expanding all learners' horizons.

Excellence

We strive for the highest quality in every aspect of our work.

Respect

We respect all our clients and stakeholders by providing a caring Ozford community based on openness, fairness and friendship. At Ozford we recognize that with rights come responsibilities to ourselves, our clients and our stakeholders.

Integrity

We act responsibly and honestly in all we do.

Diversity

We promote intercultural awareness and understanding through authentic experiences both within the Ozford community and the broader Australian and global community.

Child Safe

Ozford is committed to provide a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives.

Ozford has zero tolerance to child abuse and is committed to the protection and wellbeing of all children in its school environment.

Ozford's **Child Safe framework and practices**, provide an overview of child safe issues and risks, and to provide implementation guidelines related to the Child Safe Standards and Ministerial Order No. 870 including the strategies to prevent or minimise risks to child abuse.

2018 High School Staff and Senior Management



Principal /Academic Director
Rong Liu B.Ed; PGrad Ed Studies (TESOL)



High School Coordinator
Bachelor Applied Science (Maths, Physics, Chemistry, Computing/Electronics); Diploma of Education (Secondary)

Teachers



Leigh Adams
Coordinator
IT, Maths, Physics & Mentor
Leigh Adams



John Calsimsek
Business Management,
Humanities, VCAL Work
Related Skills
B Social Sciences; TEFL-
TESOL Certificate; Grad Dip
Education (Secondary);
Master of Education; MBA



Susan Isakhan
English as Additional
Language
BArts; Grad Dip Ed; Cert IV
TESOL; BSocialWork



Keith Morgan (Sem 2)
Science & Maths
BEngineering (Hons);
Grad DipEd



Laura Osztreicher
English, EAL & VCAL
Literacy
BArts; Master of Teaching;
Post Grad Dip in Teaching;
Grad Dip of Literary Studies



Pauline Hao
Chinese First Language
MEd; Grad DipEd
Secondary LOTE (Chinese
and SOSE); Post GradDip
International and Asian
Politics; B Arts (Chinese
Language and Literature)

Teachers



Annie Li – VCE Maths
Postgraduate Diploma in Teaching, Master of Education, Bachelor of Mathematics Education, Advanced Diploma of Mathematics



Truc Ho– Accounting and PE
Graduate Diploma of Teaching, Bachelor of Business (Accounting)



Anh Le – Vietnamese
Bachelor of Teaching
Bachelor of Arts

Support Staff



Christine Chua
Head of Student Services & Administration



Lilian Zhou
Student Services and Administration Coordinator



Minh Tran
Accounts Manager



Serena LV
Student Liaison & Welfare Officer



Sarah Hesketh
High School Administrator



Kerry Sullivan
Librarian



Paul Leong
IT Support

Teacher standards and qualifications

All teachers at Ozford College are appropriately qualified and registered with the Victorian Institute of Teaching. All non-teaching staff members hold current Working with Children Checks and are qualified and experienced to fulfil their duties competently in their areas of expertise. Below is a summary of the qualifications held by teaching staff. All staff have undertaken induction and training in respect to the Victorian Child Safe Standards.

<i>Qualification</i>	<i>Qualifications held across the teaching staff</i>
Other Bachelor degrees	9
Post Graduate Diploma in Education	6
Master and PhD Degrees	4
Post Graduate Diplomas or Certificates	3
Other Diplomas/Certificates	2

Teacher participation in professional development

<i>Description of PD activity</i>	<i>Number of teachers participating in activity</i>
Child Safety – Mandated Reporting and Other Obligations including the Victorian Child Safe Standards	14
ASCIA anaphylaxis e-training	14
Building Security, Evacuation and Fire Safety Training	2
Maths Association of Victoria Conference	2
Science Teachers' Association Conference	1
Commerce Teachers' Association Conference	1
English Teachers' Association Conference (VATE)	2
International education legislative requirements – ESOS	14
English Teachers' Association Conference	4
Oxford College staff PD – staff orientation, updates, policies & procedures, teamwork	14
VU Workshop EAL design/contact/outcomes	1
First Aid Training	2
VCAA VCE Leaders Briefing	1
Oxford College Leadership and Management PD	2
TESOL conference/workshop – English Australia	3
VASS Procedures Updates	14
VCAL – VALA Literacy and Numeracy quality assurance program	3

Workforce Composition

The Ozford workforce composition currently consists of staff from a range of cultural backgrounds. There are currently no indigenous staff members. In 2018 there were 5.4 FTE academic staff and 6.0 FTE support and administration staff employed for a total workforce of 18 staff. The workforce composition at Ozford College consisted of:

	Headcount	Percentages of workforce
Principal	1	6.0%
High School Coordinator	1	6.0%
Teachers	9	50%
Support Staff (Welfare, Student Services)	4	22%
Administration Staff (IT, Accounts, Marketing)	3	16%

The teaching staff of Ozford College have specialist teaching skills in areas including Languages, Maths and Science, Studio Art, Information Technology and Vocational areas for VCAL. Teaching staff retention in 2018 was 75%. School support and administration staff – one fulltime and five part-time – experienced 100% retention.



High School Overview

The Ozford High School 2018 academic year started on 5th February 2018 and we welcomed our new and returning Years 10, 11 and 12 students and the teaching staff, who participated in a series of professional development in-service sessions for the start of the teaching year.

We were delighted to welcome the student body which had a strong cultural mix including students from China, Vietnam, Thailand, Taiwan, Indonesia, Korea, Nepal and India.

Discussion on the different education pathways and a subject selection process was held during the students' Induction Week. Students met with their teachers and the High School Coordinator in order to receive advice and support to make decisions on what subjects are required for future year levels, careers, university or vocational courses and employment.

Outcomes and assessment methods were explained to students and there was understanding that academic results would be based on the learning objectives of each subject; that assessment might include submitted work, tests, practical reports, projects or assignments, oral presentations and, for Year 12, Examinations and School Assessed Coursework. Students' courses and subject selection were confirmed and finalised by the end of Induction Week.

The following subjects were offered in 2018:

Year 10

- English
- Mathematics
- Science
- Commerce
- Health & Physical Education
- Digital Technology
- Mentor

Year 12

- Accounting
- Business Management
- Chinese First Language
- English as Additional Language
- Informatics
- Further Mathematics
- Specialist Mathematics
- Mathematics Methods
- Mentor
- Vietnamese

Year 11

- Accounting
- Business Management
- Chinese First Language
- Computing
- English as Additional Language
- General Mathematics
- Mathematics Methods
- Mentor
- Physics
- Chemistry
- Vietnamese

VCAL Senior Certificate

- Literacy
- Numeracy
- Work Related Skills 1
- Work Related Skills 2
- Personal Development Skills
- VET Units Certificate II Business Management
- 6 VCE study units
- Mentor

Enrolments and Attendance

Ozford College encourages full attendance at school and requires all students to maintain a minimum of 80% attendance. A student who gives themselves the opportunity to do well by attending all classes will naturally maintain a better grade average than a student who does not attend regularly. We encourage all students to pursue their full potential.

In accordance with the Ozford Attendance Policy and our duty of care for the well-being and safety of students, if a student is absent from school, the Student Services staff contact the student on the same day to enquire if they are unwell or to determine the reason for their absence.

All calls are logged on the Ozford College Student database. Students are offered support from Student Services if there is a problem or, if they are unwell, they are encouraged to seek medical advice from a professional. The classroom teachers are informed and assist to ensure the student is able to catch up on their study.

Ozford would like to take this opportunity to thank parents, guardians, homestay families and carers for encouraging the students to maintain good attendance.

The average attendance for 2018 can be seen in the table below:

Year Level	Average attendance in 2018
Year 10	89%
Year 11	91%
Year 12	86%
VCAL	80%
Overall	86%



Ozford Highlights

Facilities

In 2018 Ozford College utilised the outstanding facilities at 310 King St Melbourne. Students enjoy the central city location and the generous space provided by the building including student kitchen and relaxing common room, spacious library, computer labs and internet access throughout the building. The building is in close proximity to Flagstaff Gardens for sport and recreational activities and to numerous cafes and shops.



New Students Welcome

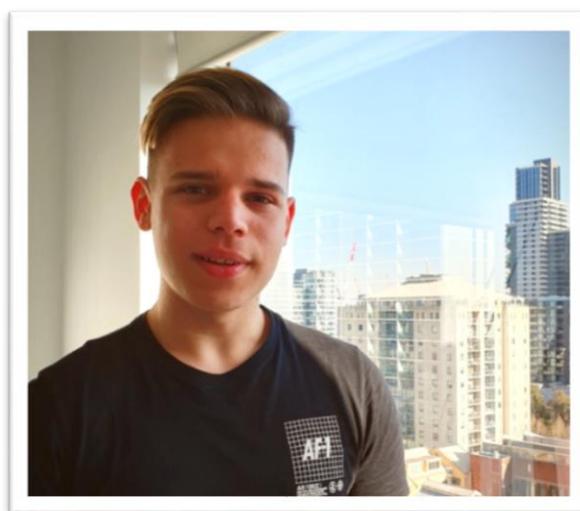
New students join Ozford at the beginning of the school year and each term. At the welcome assemblies and orientation students talk to one another about their home country in English, receive information about life in Melbourne and at Ozford, learn about their rights and responsibilities, hear from the student services staff and meet the teaching staff



Scholarships

Year 11 and 12 Ozford High School Scholarships were awarded for academic achievement, commitment to achieving their VCE learning goals and for contribution to the Ozford community.

We congratulated Enzo Peter Charly PEPERKAMP for receiving an Ozford Student Scholarship. This prestigious award is given to students who have demonstrated and continue to demonstrate excellent academic results, involvement in the wider Ozford community and by example, leadership for our other students. The award offers a substantial financial benefit together with recognition and invitation to participate in a wide range of school activities.



Academic Awards

Ozford knows that encouraging students through recognising and rewarding student achievement provides the motivation to continue to achieve and succeed. We celebrated student achievement at ceremonies at the end of both semester 1 and semester 2 across two categories, Excellence and Enterprise. There was an award for each year level – Year 10, Year 11, Year 12 and VCAL.

Students who received an Excellence Award were the highest academic achievers in the subject class. Enterprise Award recipients were students who displayed an outstanding commitment to their studies in a subject class. It was wonderful to assemble as a High School Community to celebrate the exceptional achievements of many students

Year 12 VCE Day – A Journey of Discovery and Reflection

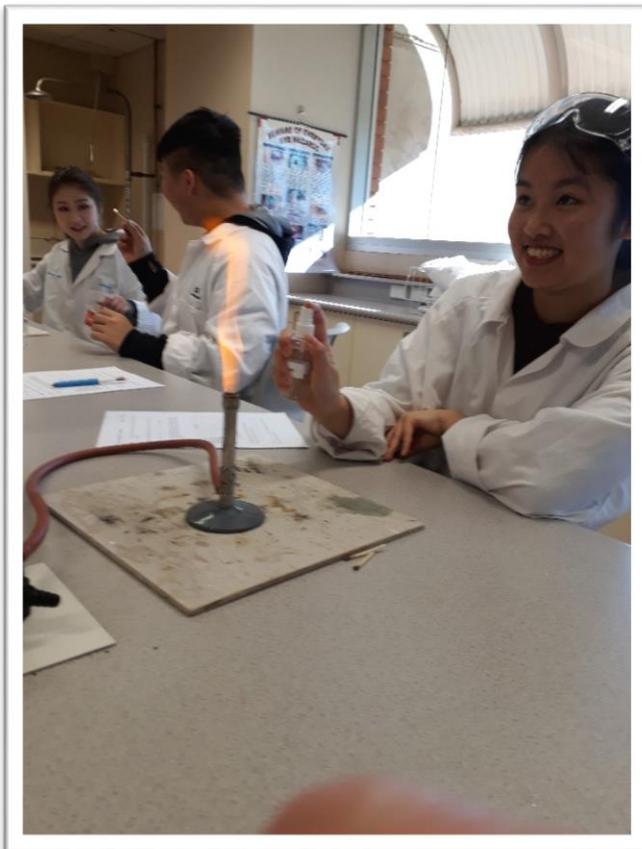
Year 12 VCE student had the opportunity of attending the RMIT City Tertiary Information Service (TIS) event.

The TIS seminar and expo session provided an opportunity for Year 12 students to research their tertiary study options; discuss careers and course content with tertiary representatives and collect course information from all the major Victorian universities and local TAFE institutes. It was a unique opportunity for students to gather first-hand information from the wide range of tertiary providers in attendance.

Classroom Learning

Science

A highlight for Year 10 is always the practical classes in the Science Labs at Holmesglen TAFE. Students travelled with their teachers to Chadstone for six practical science lab sessions. They learned how to dress appropriately for a science laboratory, to understand how to use equipment safely and how to think like real scientists! They were able to learn about DNA through practical experiments and understanding the theory.





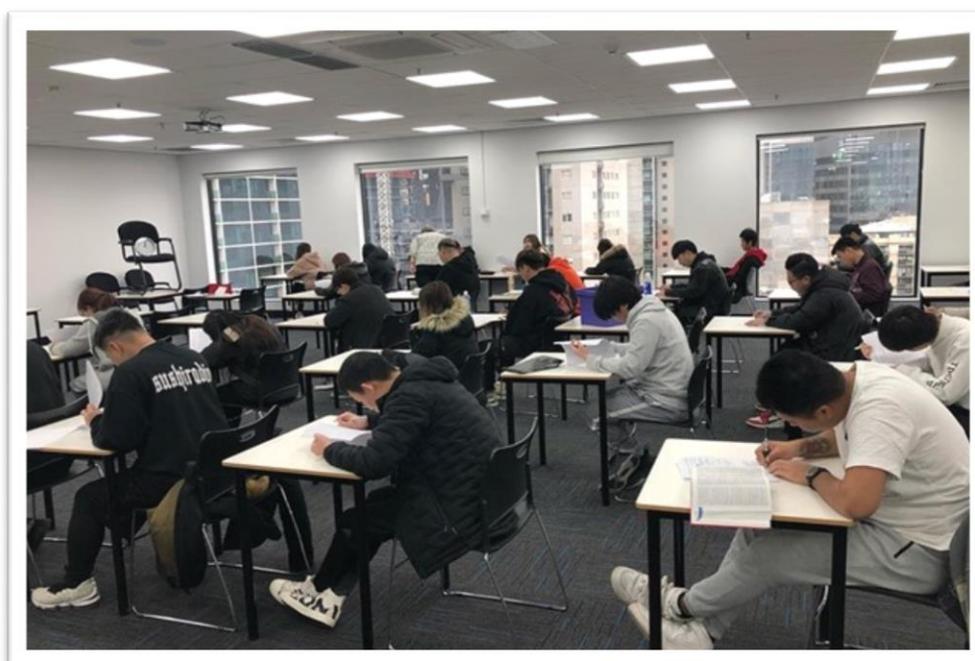
Digital Technology

Year 10 Digital Technology students enjoyed learning how to use Photoshop and create silhouettes from standard photos, learn how to change colours and create original art using the powerful software, very useful for future projects across all areas of the curriculum.

English and EAL

Learning to how to confidently present to a group of people is something Ozford takes very seriously. The English classes, as well as many of the other subjects, encourage individual presentations on topics related to the curriculum. Students present and are asked questions, learning the skills and requirements for successful engagement which is an important skill for their future success.

Term 1 major assessment for both Year 11 and Year 12 EAL is the persuasive oral presentation. Students must choose an issue that has been debated in the Australian media since 1 September 2015. They are then required to research the issue, analyse relevant media documents and present a persuasive speech to the class.



Accounting

Using laptops for their projects, students undertake assignments to build their financial literacy skills, understand systems and processes, and learn the basic skills to enable them to make sound financial judgments.

Business Management

Year 11 Business Management students investigated non-verbal communication as part of developing and understanding this form of communication – vital for management students and for forming solid negotiating skills which are fundamental aspects of business life. They discovered the key elements of communication: 7% is what we say; 38% how we say it and 55% is that a message is conveyed by body language (facial expressions, hand gestures and body language). Students used Emojis to illustrate their learning.

Year 11 VCE Business Management students also undertook an activity where they created their own new chocolate bar based on market research. Students surveyed other students to find out their chocolate eating habits, including how often they eat chocolate, what flavours of chocolate they like (nuts or sultanas, caramel, dark or milk chocolate) and how much they were prepared to pay for their chocolate. Students created their own unique chocolate flavoured bar, designed its packaging, named it, decided on its cost, and created an advertising campaign to promote their new product.



Year 10 Languages

The hard work by our Year 10 Languages class students on translation paid off with good results all around in the subject. The students learned to identify ways in which intentions and ideas are expressed differently in different languages. They realised that words and concepts from English may not have a direct equivalent in the Chinese or Vietnamese languages. They certainly experienced some challenges while doing translation due to the differences in word order. Students need to adjust the English word order when translating into Chinese and vice versa.

Year 11 Vietnamese



VCAL

VCAL literacy includes working on projects in digital literacy which students enjoy. The literacy skills are improved through substantial projects using online research into organisations and people to successfully complete the tasks.



The VCAL Personal Development Skills students had a wonderful time collaborating and problem solving while attempting to build the highest paper tower with the minimum amount of paper and tape. Students had 15 minutes to complete the task.

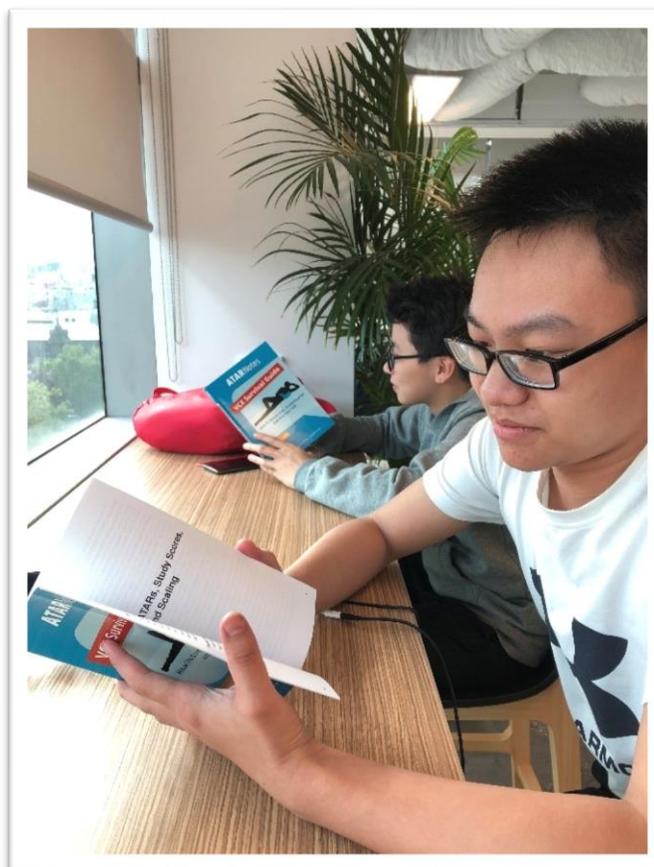
Staying safe at work: VCAL students completed the Safe@Work module and received an Award of Attainment from the Victorian Government Department of Education and Training. The learning module is designed to improve students' knowledge and understanding of occupational health and safety matters and it offers practical solutions to some common health and safety problems.

In their Numeracy unit VCAL students learned more about measurement and, as part of their course, researched different bridges in the world and then constructed their own using spaghetti and a hot glue gun.

The students measured the length, width and height of their bridge and then tested how much weight their bridges could hold before they broke.

Year 12 Revision Practice and Tests

Ozford College held the formal mid year exams and Trial Examinations in mid-October and, as part of our Year 12 Revision Program, students also participated in subject workshops run by their teachers in the term 3 holidays. These workshops enabled students to examine the finer points of the final examination in each subject and also allowed students to revise concepts and build on their knowledge base in areas of difficulty. The workshops gave students the opportunity to have one-to-one assistance from their subject teacher for personalised guidance in specific course areas.



Mentoring Students and Future Pathways

During 2018 Year 12 students spent some of their Mentor Group sessions focussing on an important life skill through author Sean Covey's *The 7 Habits of Highly Effective Teenagers*. As part of the Mentor health and wellbeing program, Ozford held a special 'Careers and Future Studies' seminar presented by expert teachers and student service managers which covered a number of topics including stress management and good study skills.

In Mentor sessions Post Year-12 options and pathways to different higher education institutions and courses were discussed as part of career counselling, including the entry requirements and course content and course outcomes. A special session was held with representatives of the University of Canberra and students were also able to go online and registered their VTAC their initial preferences.

Learning Excursions and Activities

Excursions form an integral part of the Ozford College curriculum and all classes participate in enjoyable, practical and relevant excursions that dovetail into their learning areas. Some of the 2016 excursions are highlighted.

VCAL

VCAL students are introduced fundamental principles of working and learning in teams, as well as the important literacy and numeracy basics in their studies. As part of the literacy program assessments students went on excursion to familiarise themselves with the city's major streets and places of interest for tourists. Apart from visiting major places of interest like Melbourne Convention Centre, Parliament, Federation Square, touristy Swanston St and the State Library, students also visited Royal Arcade which is proudly the first arcade in Melbourne and is the longest-standing arcade in Australia. Its historical significance is profound and underpinned by the fact that, as a significant Victorian era building, it is part of the Victorian Heritage Register.

Health & Physical Education

Our Year 10 students were very happy to participate in a health and sports program which included external sports such as soccer or badminton. As part of their program students also learned and played the traditional Australian summer sport of Cricket and had walking excursions to places of general interest such as St. Kilda beach and surroundings.



Extra-curricular activities

Of course school is about more than classroom learning. Ozford College encourages students to participate in Australian immersion activities that will develop enjoyable social and community skills.



School Camp

This year's year 10 students had a great opportunity to visit our nation's capital. From the 15th till the 18th of May they travelled around all of the famous sights of the city.

Our first full day in Canberra started off at Questacon or the National Science and Technology Centre. Here the students got a chance to participate in some interactive activities, free fall slide that was both great fun and terrifying.

After visiting the Australian War Memorial, here the students got meaningful insight into the many tragic conflicts that helped shape the Australian character and nation.

The next day started with a visit to Parliament House, an opportunity to see the epicentre of Australian Politics. The calm and respectfully behaviour our students demonstrated was a complement to OZFORD COLLEGE.

The Australian Institute of Sport, were they had an opportunity to test their physical prowess and observe Australia's elite athletes at work.

The final day was spent visiting the Asian Garden in the city and driving around Embassy Row and looking at the distinctive embassy building. Then a drive up to Mt Ainslie lookout for a final overview of the whole city and then drive back home to Melbourne.

It was great experience for all, and Year 10 students found it both entertaining and Educational.

Year 12 VCE Graduation lunch

The VCE Year 12 students decided that they would like to have a special lunch with their teachers to celebrate the end of their studies at Ozford College. Students and staff celebrated with a wonderful luncheon together at Hansang Korean Restaurant in King Street. The students were presented with a graduation certificate and a photo



Parent and Teacher satisfaction with the school

Ozford listens to its parents, teachers and students and makes improvements to ensure it delivers the best education outcomes for its students. Ozford conducts regular student surveys to gather student feedback and satisfaction levels. Survey results, views and opinions are collated and analysed, presented to management and governance members.

Since the majority of our students' parents reside overseas, feedback from parents is gathered when term reports are sent to them. Regular Skype phone calls and email communication are provided to parents. Where appropriate, meetings are arranged for parents, guardians or carers to update them on student progress.

Staff are welcome to provide feedback to the college via Staff Feedback form. Staff briefings also provide the opportunity for staff to discuss issues and provide feedback for continuous improvement.

Teacher satisfaction was demonstrated through the following:

- Low levels of absenteeism
- Strong support and involvement in the College's excursions and well-being activities
- Participation in professional development activities
- Quality of the relationship between Management, Coordinators and teaching and support staff

Student Satisfaction Surveys

Students complete satisfaction surveys in Semester 1 and Semester 2. In 2018 student feedback showed that around 88% of the students surveyed felt that their education experience at Ozford College was good or very good. Students responded positively to questions about their teaching and learning, the classrooms and facilities, the various well-being, social justice programs and community events, and the support they are provided. They were generally very satisfied with their teachers, the student services provided and the convenient city location. In addition, their comments expressed their pride in the school and in their learning.

Academic Achievement

We are always delighted with our students who make the effort, show their commitment and the independence required to succeed. In 2018, a number of the Year 12 students successfully completed High School studies and attained Year 12 VCE certificates. Our VCAL students were also pleasingly successful in their transition to further studies.

Ozford College Principal and Academic Director Rong Liu and Coordinator Leigh Adams congratulate our hardworking students on their achievements and the dedicated teaching staff for their tireless encouragement and support. We are proud of the graduating class of 2018 for their collective achievements and academic results.

Where are our Year 12 Students now?

At the heart of Ozford College lies the philosophy that Ozford is committed to providing quality educational programs for students to achieve their educational and personal goals. We are pleased with the Year 12 students who received entry into their chosen post-secondary courses from universities and other higher and further education institutions. A number of students have decided to study in other countries and we wish them all the very best for their futures.

The institutions and courses Ozford alumni are attending in 2018 include:

Dang	Cong Tuan	Information Technology (Diploma)	Victoria University
Pham	Ngoc Anh	Business - Enterprise (Diploma)	Victoria University
Dang	Cong Tuan	Engineering-Electrical (Honours)	RMIT University
Dang	Tran Phuong Thao	Tourism and Hospitality Management	Victoria University
Bui	Duc Lap	Accounting	Victoria University
Chua	Dorothy Chan	Patisserie	Academia Australia
Nguyen	Thi Thanh Van	Nursing - First Year Entry Only	Australian Catholic University
Huynh	Ngoc Phuong Tri	Nursing - First Year Entry Only	Australian Catholic University
Nguyen	Phuong Thao	Early Childhood Education	Australian Catholic University
Batra	Tanya	Nursing	Institute of Health & Nursing Australia

Study scores

We have a relatively small Year 12 cohort, a number of whom were able to achieve their desired academic score and fulfil their study ambitions acceptance into university courses or a vocational education and training pathway in Victoria.

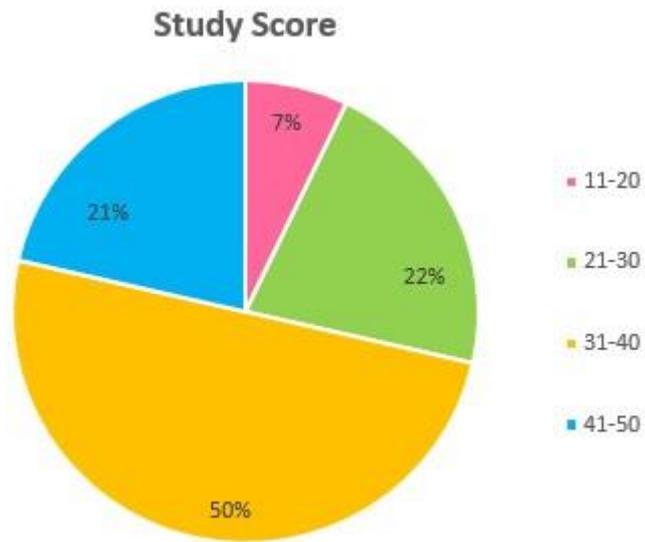
Due to our open enrolment policy, there are students who choose the VCE option knowing and accepting that they will not achieve a top percentile academic outcome, however, these students do achieve their desired education pathway such as a vocational education and training course. Our VCE study scores and ATAR results (graphed below from VASS Report Data) reflect this.

Our knowledge of the students and our analysis of the 2018 outcomes indicate that the students fully participated and successfully completed their studies to the best of their ability at this stage of their lives. The students advised that they enjoyed the learning experiences and the support offered by Ozford which assisted them during their education journey, including the selection of an appropriate vocational education and training pathway.

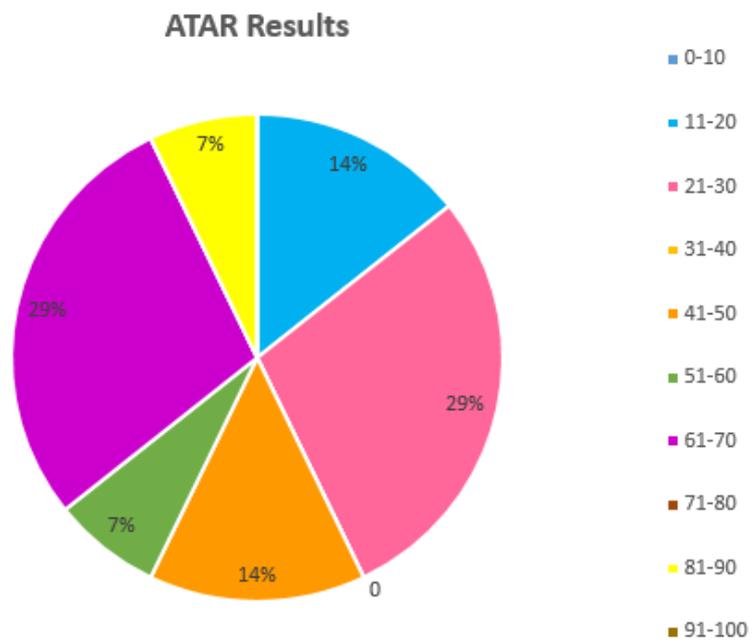
We pride ourselves on our inclusive, safe, innovative and personalised education experience for our diverse range of students.



VCE 2018 Study Scores

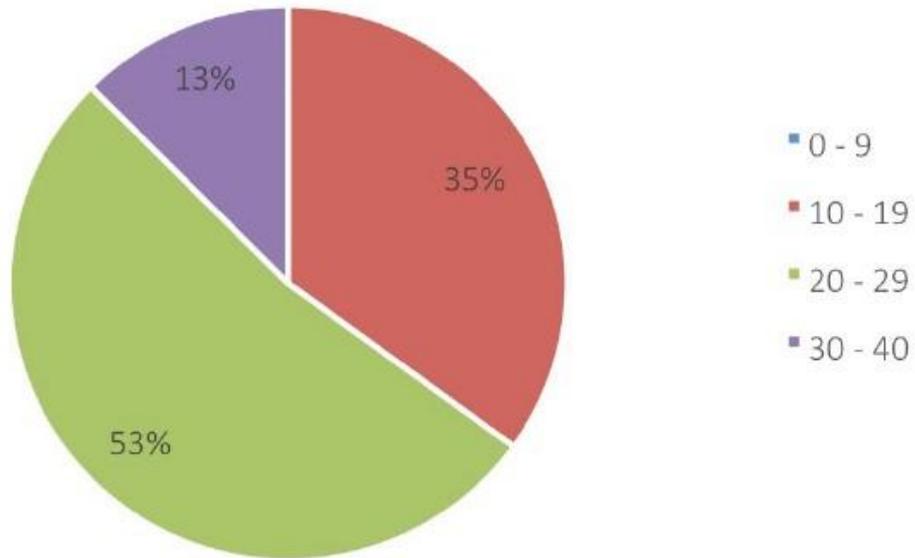


VCE 2018 ATAR Results



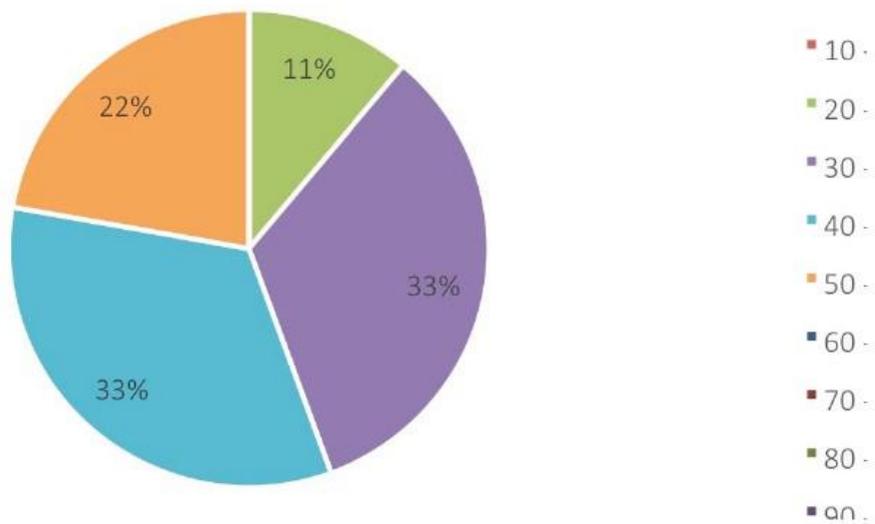
VCE 2017 Study Scores

Study Scores

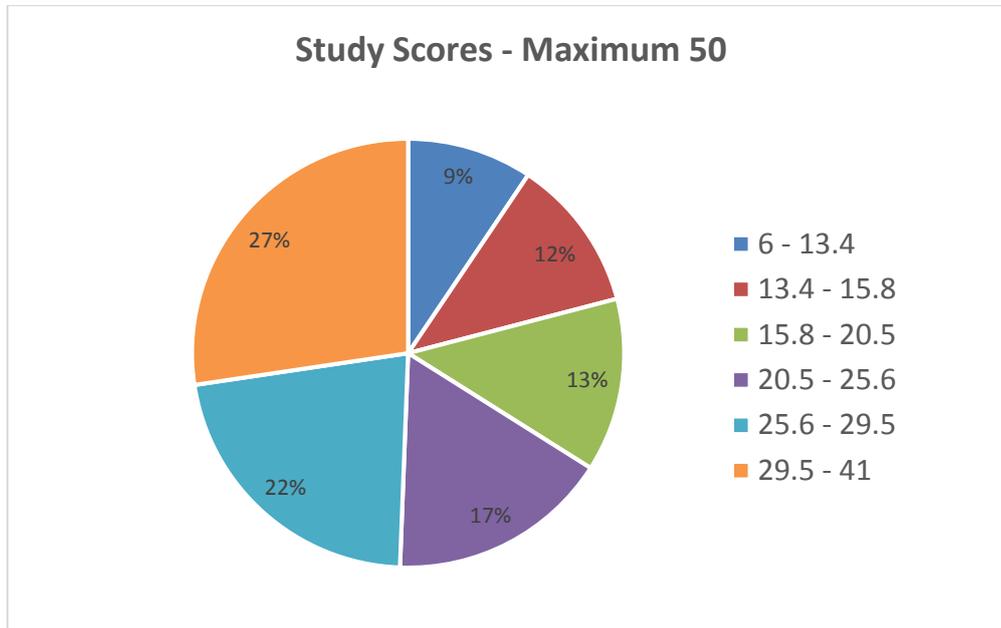


VCE 2017 ATAR Results

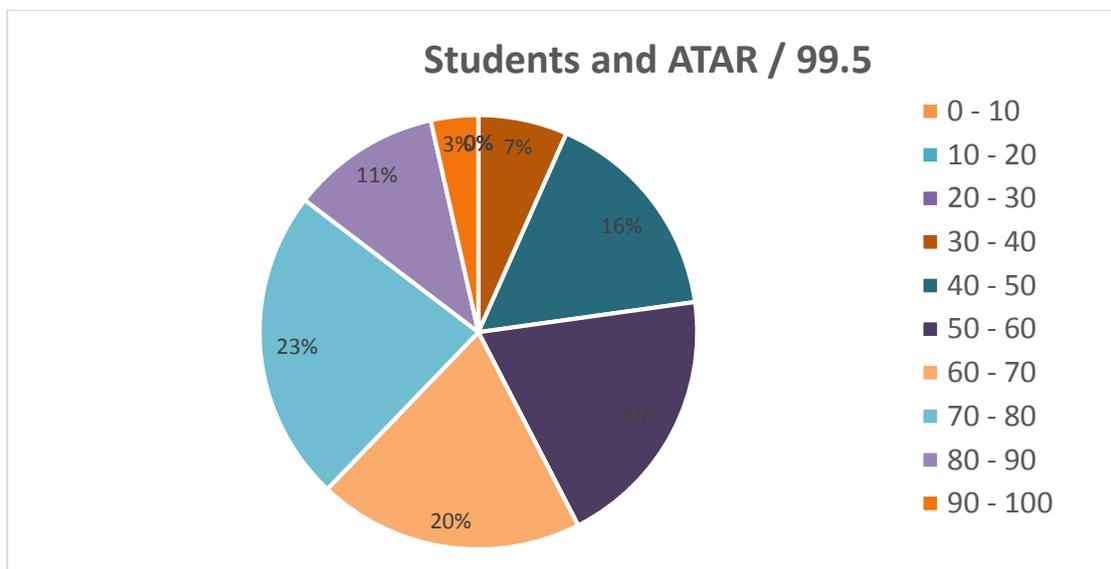
ATAR Results



VCE 2016 Study Scores



VCE 2016 ATAR Results



2018 Financial Review

Oxford's financial activities continued to be focussed on delivery of senior secondary programs to international and domestic students. Oxford's audited financial statements reflect that the school continues to be financially viable and the Business plan and financial projections reflect moderate growth prospects for the future. The following charts provide a summary of financial outcomes.

